

Introduction to Criminal Justice

Curriculum Content Frameworks

**Please note: All assessment questions will be
taken from the knowledge portion of these
frameworks.**

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Curriculum Content Frameworks

Introduction to Criminal Justice

Grade Levels: 9-12 Course Code: 494620	Prerequisite: None
Course Description: This instructional program prepares individuals to perform the duties of police and public security officers, including patrol and investigative activities, traffic control, crowd control, and public relations.	

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Unit 1: Introduction to Criminal Justice

Hours: 24

Terminology: Branches of government, Corrections, Courts, Executive branch, Judiciary, Law enforcement, Legislative branch, Supreme Court

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 Define terminology related to the criminal justice system	1.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to criminal justice [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]
1.2 Describe the elements of the criminal justice system	1.2.1 List the elements of the American criminal justice system	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
	1.2.2 Discover the primary purpose of each element			Organizes ideas, and communicates oral messages to listeners [1.5.7]
	1.2.3 Show the relationships among law enforcement, corrections, and the courts		Writing	Applies rules of grammar, punctuation, capitalization, and spelling [1.6.3]
	1.2.4 Research the purpose of the courts (to interpret the law), and apply it to cases	Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]
	1.2.5 Discover the goals of law enforcement (to control and prevent crime)			Sees relationship between two or more ideas, objects, or situations [4.5.5]
	1.2.6 Identify the roles of corrections (custody, control, and security vs. rehabilitation)			

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS					
What the Student Should be Able to Do		What the Instruction Should Reinforce					
Knowledge		Application		Skill Group	Skill	Description	
1.3	Outline the criminal justice system within the structure of the federal, state, and local governments	1.3.1	Identify the three branches of the federal government and responsibilities of each	Foundation	Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]	
		1.3.2	Prepare a list of law enforcement agencies that operate under the executive branch of the federal government		Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]	
		Thinking	1.3.3	Relate law enforcement, courts, and corrections to the branches of the state government	Reasoning	Applies rules and principles to a new situation [4.5.1]	
			1.3.4	Use an organizational chart of local government to determine the placement of criminal agencies in that structure		Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]	
				1.3.5		Show the interrelationships among federal, state, and local criminal justice agencies	Sees relationship between two or more ideas, objects, or situations [4.5.5]
						1.3.6	Apply the concept of <i>full service</i> law enforcement to a local police department and a sheriff's department
			1.3.7	Discover why it is important for the agencies in the three branches of government to extend full cooperation to one another whenever possible			

Unit 2: Exploring Search and Seizure

Hours: 24

Terminology: Affidavit, Bench warrant, Discovery, Exclusionary rule, Hot pursuit, Probable cause, Warrant

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS				
What the Student Should be Able to Do		What the Instruction Should Reinforce				
Knowledge		Application		Skill Group	Skill	Description
2.1	Define terminology related to search and seizure	2.2.1	Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to criminal justice [1.3.6]
					Writing	Applies/Uses technical words and concepts [1.6.4]
						Uses words appropriately [1.6.21]
2.2	Explain probable cause and how it can be established	2.2.1	Relate the definition of probable cause in lay terms	Foundation	Reading	Applies/Understands technical words that pertain to law, public safety, corrections, and security [1.3.6]
		2.2.2	Use scenarios to discover exclusionary rule, and outline reasons for it		Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]
		2.2.3	Discover ways probable cause is established			Participates in conversation, discussion, and group presentations [1.5.8]
		2.2.4	Construct scenarios to outline potential consequences of an illegal search	Writing	Organizes information in an appropriate format [1.6.10]	
		2.2.5	Relate probable cause to obtaining search warrants		Prepares a complex document in a concise manner [1.6.12]	
		2.2.6	Relate probable cause to searching without a warrant		Presents answers/conclusions in a clear and understandable form [1.6.13]	
		2.2.7	Discover the safeguards to unreasonable searches and seizure under the Fourth Amendment and related rulings		Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
		2.2.8	Summarize the placement of probable cause on a continuum of proof	Thinking	Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
2.3	Name procedures for obtaining and executing a search warrant	2.3.1 Relate the use of affidavits to obtaining search warrants	Foundation	Reading	Comprehends written information, and applies it to a task [1.3.8]
		2.3.2 Identify when a search warrant should be obtained		Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		2.3.3 Identify when the use of force is needed when carrying out a search, with a warrant, of a person	Thinking		Records data [1.6.16]
		2.3.4 Describe the scope of a search without a warrant involving people, premises, and vehicles		Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
		2.3.5 Describe the articles that may be seized as a result of a search with a warrant		Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]
		2.3.6 Use scenarios to explain and apply the meaning of inadvertent discovery			Sees relationship between two or more ideas, objects, or situations [4.5.5]
		2.3.7 Describe the conditions under which individuals on the premises named on a warrant may be reached			
		2.3.8 Role-play the process of obtaining and executing a search warrant			

CAREER and TECHNICAL SKILLS				ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do				What the Instruction Should Reinforce		
Knowledge		Application		Skill Group	Skill	Description
2.4	Outline the conditions under which searches and seizures may be conducted	2.4.1	List the requirements for searching a person	Foundation	Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]
		2.4.2	Role-play the process of search from incident to arrest			Participates in conversation, discussion, and group presentations [1.5.8]
		2.4.3	Describe three circumstances that allow for a premise to be searched without a warrant			Writing
		2.4.4	Describe property that may be reasonably seized during a search without a warrant	Presents answers/conclusions in a clear and understandable form [1.6.13]		
		2.4.5	Use scenarios to illustrate conditions in which a vehicle may be searched without a warrant	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]	
		2.4.6	Relate the concept of consent as it pertains to searches		Reasoning	
		2.4.7	Relate how searches differ when conducted during emergencies or after hot pursuit	Sees relationship between two or more ideas, objects, or situations [4.5.5]		
		Thinking				

Unit 3: Arresting Suspects

Hours: 24

Terminology: Arrest, Assault, Battery, Detention, Felony, Misdemeanor

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
3.1 Define terminology related to arresting suspects	3.1.1	Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to introduction to criminal justice [1.3.6]
				Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]
3.2 Identify the elements of probable cause to arrest	3.2.1	Relate the legal meaning of probable cause as it pertains to arrest	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	3.2.2	Use scenerios to demonstate how to establish probable cause		Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]
	3.2.3	Name the five areas the courts use to determine if an officer's conclusion of probable cause is reasonable		Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
			Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
				Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.3 Outline the elements of probable cause to arrest	3.3.1 Compare arrest with investigative detention	Foundation	Reading	Applies/Understands technical words that pertain to law, public safety, corrections, and security [1.3.6]	
	3.3.2 Compile a list of the factors that must be present for a felony arrest		Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]	
	3.3.3 Determine the rules of misdemeanor arrest, including assault and battery and shoplifting		Writing	Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]	
	3.3.4 Estimate the use of force needed to effect arrest based on a scenerio			Presents answers/conclusions in a clear and understandable form [1.6.13]	
	3.3.5 Differentiate between pat down (stop and frisk) and search	Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]	
	3.3.6 Determine the conditions under which a person being questioned must be advised of his/her rights		Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]	
3.4 Identify the constitutional rights of a person placed under arrest	3.4.1 Name the amendments/case laws, including Mapp vs. Ohio (1961), Terry vs. Ohio (1968), Escobedo vs. Illinois (1964), Miranda vs. Arizona (1966), and Gideon vs. Wainwright (1963)	Foundation	Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]	
	3.4.2 Relate the exclusionary rule to confessions			Participates in conversation, discussion, and group presentations [1.5.8]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.5 Outline the proper procedure for searches during the course of an arrest	3.5.1 Show types of objects searched for during an arrest (weapon, evidence, contraband)	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	3.5.2 Explain types of personal searches (cursory, field, and body)		Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]
	3.5.3 Demonstrate proper techniques for searching males		Writing	Participates in conversation, discussion, and group presentations [1.5.8]
	3.5.4 Demonstrate proper techniques for searching females			Organizes information in an appropriate format [1.6.10]
	3.5.5 Demonstrate proper techniques for standing, kneeling, and prone searches	Thinking	Problem Solving	Presents answers/conclusions in a clear and understandable form [1.6.13]
	3.5.6 Give examples of the principles and proper procedures for strip searches			Demonstrates logical reasoning in reaching a conclusion [4.4.2]
	3.5.7 Apply the principles and techniques for vehicle searches		Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]
	3.5.8 Relate the legal guidelines to the process of search incident to arrest			

Unit 4: Exploring Court Procedures

Hours: 24

Terminology: Appeal, Appellate court, Bail, Bailiff, Capital crime, Concurrent sentences, Consecutive sentences, Grand jury, Jurisdiction, Petit jury

CAREER and TECHNICAL SKILLS				ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do				What the Instruction Should Reinforce		
Knowledge		Application		Skill Group	Skill	Description
4.1	Define terminology related to court procedures	4.1.1	Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to criminal justice [1.3.6]
					Writing	Applies/Uses technical words and concepts [1.6.4]
						Uses words appropriately [1.6.21]
4.2	Identify the organizational structure and responsibilities of federal, state, and local courts	4.2.1	Discuss the courts of original jurisdiction, courts of limited jurisdiction, and appellate courts	Foundation	Reading	Applies/Understands technical words that pertain to criminal justice [1.3.6]
						Comprehends written information for main ideas [1.3.7]
		4.2.2	Outline the structure of courts at each level of government in Arkansas	Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]	
					Participates in conversation, discussion, and group presentations [1.5.8]	
		4.2.3	Explain the primary responsibilities of each court	Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]	
4.2.4	Show examples of cases that are heard at each level of the system of appeals	Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]		
			Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]		

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
4.3	State the purposes of bail, arraignment, preliminary hearing, indictment, and trial in a criminal case	4.3.1 Describe the purpose of bail	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
		4.3.2 Demonstrate the procedures used in an arraignment			Organizes ideas, and communicates oral messages to listeners [1.5.7]
		4.3.3 Outline the purpose and procedures of a preliminary hearing		Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
		4.3.4 Relate the difference between a petit and grand jury			
		4.3.5 Review the role of the grand jury in a criminal case			
		4.3.6 Identify the purpose and procedures used in a trial			
4.4	Outline the roles of the judge, bailiff, prosecuting attorney, defense attorney, and jury	4.4.1 Determine the judge's duties at each level of the court system	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
		4.4.2 Identify the bailiff's duties in court			Organizes information in an appropriate format [1.6.10]
		4.4.3 Identify the responsibilities of the prosecuting attorney	Thinking	Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		4.4.4 List the responsibilities of the defense attorney		Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
		4.4.5 List the duties of a civil, criminal, and grand jury			
		4.4.6 Explain the responsibilities of a <i>jury of one's peers</i>		Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]
		4.4.7 Role-play to demonstrate the duties and responsibilities of the people involved in a court proceeding			

CAREER and TECHNICAL SKILLS				ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do				What the Instruction Should Reinforce		
Knowledge		Application		Skill Group	Skill	Description
4.5	Identify the professional demeanor of a witness in court	4.5.1	Apply standards for appearance and dress for officers testifying in court	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
		4.5.2	Relate language factors that influence the image of a police officer on the stand		Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]
		4.5.3	Demonstrate the importance of body language to professional demeanor		Writing	Participates in conversation, discussion, and group presentations [1.5.8]
		4.5.4	Discover the importance of preparation for a court appearance			Presents answers/conclusions in a clear and understandable form [1.6.13]
4.6	Identify factors that influence the sentencing of convicted criminal defendants	4.6.1	Outline a pre-sentence investigation	Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
					Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]
					Sees relationship between two or more ideas, objects, or situations [4.5.5]	
		4.6.2	Relate a judge's discretion to sentencing and statutory mandates	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
		4.6.3	List types of sentencing (withheld findings, suspended sentence, incarceration, community service, etc.)		Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]
Participates in conversation, discussion, and group presentations [1.5.8]						
4.6.4	Compare concurrent to consecutive sentences	Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]			
4.6.5	Discover the purposes for incarceration	Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]		
4.6.6	Research capital crimes		Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]		

Unit 5: Preventing Crime

Hours: 24

Terminology: Action, Anticipation, Appraisal, Arson, Burglary, Recognition, Robbery

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS				
What the Student Should be Able to Do		What the Instruction Should Reinforce				
Knowledge		Application		Skill Group	Skill	Description
5.1	Define terminology related to preventing crime	5.1.1	Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to criminal justice [1.3.6]
					Writing	Applies/Uses technical words and concepts [1.6.4]
						Uses words appropriately [1.6.21]
5.2	Describe the elements of crime prevention	5.2.1	Relate active and reactive roles of the police to crime prevention	Foundation	Reading	Applies/Understands technical words that pertain to law, public safety, corrections, and security [1.3.6]
		5.2.2	Identify the desired results of anticipating crime			Comprehends written information for main ideas [1.3.7]
		5.2.3	Compare the reactive roles of the police in crime prevention		Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]
		5.2.4	Outline reasons for unreported crimes		Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		5.2.5	Relate the importance of cooperation between police and the community in implementing a plan of action for crime prevention	Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
		5.2.6	Construct a plan to reduce the opportunity and risks for a crime to be committed	Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
		5.2.7	Discover the impact of removing one or more of the elements from the crime triangle (desire, ability, and opportunity) on crime prevention		Reasoning	Applies rules and principles to a new situation [4.5.1] Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
5.3 Identify the legal methods residents can use to protect their property	5.3.1	Relate security hardware used to protect a home to crime prevention	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	5.3.2	Compare and contrast various types of alarm systems		Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]
	5.3.3	Discover techniques that increase the effectiveness of neighborhood crime-prevention programs		Writing	Participates in conversation, discussion, and group presentations [1.5.8]
	5.3.4	Show how using lighting and landscaping options can reduce criminal opportunity			Organizes information in an appropriate format [1.6.10]
	5.3.5	Relate the importance of personal property identification and inventory to crime prevention and property loss			
	5.3.6	Outline the procedures for firearms or other weapons in the home			
5.4 Outline legal methods businesses can use to protect their property and ensure the safety of their personnel	5.4.1	Discuss various types of security alarm systems used by businesses	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	5.4.2	Describe legal methods of deterring shoplifters		Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]
	5.4.3	Research techniques that businesses can use to lower their vulnerability to robbery		Writing	Participates in conversation, discussion, and group presentations [1.5.8]
	5.4.4	Identify crimes associated with the commercial sector, such as robbery, burglary, vandalism, arson, shoplifting, and employee theft			Organizes information in an appropriate format [1.6.10]
	5.4.5	List the responsibilities of a security guard	Thinking	Reasoning	Presents answers/conclusions in a clear and understandable form [1.6.13]
	5.4.6	Relate management's philosophy of asset protection to crime prevention			Sees relationship between two or more ideas, objects, or situations [4.5.5]

CAREER and TECHNICAL SKILLS				ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do				What the Instruction Should Reinforce		
Knowledge		Application		Skill Group	Skill	Description
5.5	List methods individuals can use to defend or protect themselves from attack	5.5.1	Describe legal and appropriate ways private citizens can use to defend or protect themselves	Foundation	Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]
		5.5.2	Outline safety procedures for traveling at night, both on foot and by car, in a city or rural area			Participates in conversation, discussion, and group presentations [1.5.8]
		5.5.3	List ways private citizens can discourage attack and defend themselves		Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		5.5.4	Discover techniques used to teach younger children how to protect themselves from attack by adults	Thinking	Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]
		5.5.5	Role-play various situations and environments to demonstrate techniques used to summon police assistance			Sees relationship between two or more ideas, objects, or situations [4.5.5]
		5.5.6	Outline laws pertaining to use of deadly force by private citizens			

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
5.6 Cite local programs aimed at reducing crime in the streets, schools, and neighborhoods	5.6.1	Outline a variety of Neighborhood Watch programs	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	5.6.2	Evaluate police programs that protect children (i.e., photograph/fingerprint services)		Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7] Participates in conversation, discussion, and group presentations [1.5.8]
	5.6.3	Research local programs for prevention and treatment of drug abuse		Writing	Evaluates written information for appropriateness/content/clarity [1.6.9]
	5.6.4	List local programs providing employment and education			Presents answers/conclusions in a clear and understandable form [1.6.13]
	5.6.5	Describe a victim/witness coordinator's duties	Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
	5.6.6	Relate the effect of counseling services for juveniles and families to crime rates			
	5.6.7	Review security survey assistance			
	5.6.8	Describe the role of school Resource/DARE officers			
5.7 Identify the citizen's role in crime prevention	5.7.1	Discuss the citizen's role in crime prevention, i.e., cooperation with police, input to police, financial support of police, and involvement in the community	Foundation	Reading	Applies/Understands technical words that pertain to law, public safety, corrections, and security [1.3.6]
				Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS					
What the Student Should be Able to Do			What the Instruction Should Reinforce					
Knowledge		Application	Skill Group	Skill	Description			
5.8	Outline the responsibility of the student in hearing of potential danger or threats to other students or the school	5.8.1	Demonstrate notification of an appropriate adult -- teacher, counselor, or administrator	Foundation	Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]		
		5.8.2	Discover the importance of responding to any situation in which a student is bullied		Thinking	Writing	Participates in conversation, discussion, and group presentations [1.5.8]	
				Problem Solving		Presents answers/conclusions in a clear and understandable form [1.6.13]		
				Reasoning		Demonstrates logical reasoning in reaching a conclusion [4.4.2]		
					Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]			
5.9	Give examples of community policing	5.9.1	Relate the importance of partnerships between police and citizens to community policing	Foundation	Reading	Comprehends written information for main ideas [1.3.7]		
		5.9.2	Describe methods of patrol that encourage community policing		Thinking	Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]	
				Writing		Presents answers/conclusions in a clear and understandable form [1.6.13]		
		5.9.3	Research the history and philosophy of community policing	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]			

Unit 6: Career and Technical Student Organizations (SkillsUSA/HOSA)

Hours: 12

Terminology: Assess, Assessment, Behavior, Business meeting, Career, Competency, Critique, Cultural diversity, Customer, Equity issue, Expectation, Government, Image, Interview, Job application, Journal, Management, Mentor, Organizational chart, Parliamentary procedure, Portfolio, Presentation, Professional organization, Résumé, Self-motivation, Short-term goals, Stress, Task, Trade union

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
6.1 Define terminology related to student organizations	6.1.1 Use terms appropriately in context		Foundation	Reading	Applies/Understands technical words that pertain to student organizations [1.3.6]
				Writing	Applies/Uses technical words and concepts [1.6.4]
					Uses words appropriately [1.6.21]
6.2 Outline a self-assessment, and identify individual learning styles	6.2.1 Show individual strengths		Interpersonal	Leadership	Conveys attitudes and values of group to others [2.4.3]
	6.2.2 Show areas in need of improvement		Thinking	Problem Solving	Identifies possible reasons for problem [4.4.6]
6.3 Describe self-motivation techniques, and establish short-term goals	6.3.1 Prepare a list of short-term goals		Personal Management	Self-esteem	Develops/Initiates a plan for self-improvement [3.5.4]
	6.3.2 Discuss ways to change or improve lifestyle, appearance, and behavior		Thinking	Creative Thinking	Identifies new goals and objectives [4.1.8]
6.4 Give examples of individual time-management skills	6.4.1 Prepare and maintain a time journal		Foundation	Writing	Prepares a complex document in a concise manner [1.6.12]
	6.4.2 Outline ways to improve time-management skills		Thinking	Problem Solving	Devises and implements a plan of action to resolve a problem [4.4.3]
6.5 Predict future occupations	6.5.1 Research the Internet to explore career opportunities in specified fields of study		Foundation	Reading	Draws conclusions from what is read [1.3.12]
				Writing	Summarizes written information [1.6.17]
	6.5.2 Prepare a presentation on a specified career area		Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]
			Thinking	Creative Thinking	Prepares presentation based on subject research, interviews, and surveys [4.1.10]

CAREER and TECHNICAL SKILLS				ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do				What the Instruction Should Reinforce		
Knowledge		Application		Skill Group	Skill	Description
6.6	Identify the customer	6.6.1	Differentiate between external and internal customers	Interpersonal	Customer Service	Recognizes effects of positive/negative attitudes on customers [2.3.7]
		6.6.2	Identify factors that contribute to poor customer relationships	Thinking	Decision Making	Shows initiative and courtesy in meeting and working with customers [2.3.8] Evaluates information/data to make the best decision [4.2.5]
6.7	Identify the benefits of doing a community service project	6.7.1	Outline ways to become involved in the community	Foundation	Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]
		6.7.2	Develop a community service project	Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
6.8	Describe effective communication with others	6.8.1	Note personal barriers to listening	Thinking	Problem Solving	Recognizes/Defines a problem [4.4.8]
		6.8.2	Relate a personal plan to overcome barriers to listening			Revises plan of action indicated by findings [4.4.9]
6.9	Give locations for a shadowing activity	6.9.1	Summarize and relate an experience of job shadowing	Interpersonal	Leadership	Encourages/Motivates members of a group or team [2.4.6]
6.10	Identify the components of an employment portfolio	6.10.1	Present parts of a portfolio	Foundation	Writing	Completes form accurately [1.6.7]
		6.10.2	Compile a personal employment portfolio for an interview			Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
6.11	List proficiency in program competencies	6.11.1	Construct an interpersonal competency assessment	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
6.12	Describe how to measure/modify short-term goals	6.12.1	Discuss how to pursue short-term goals	Thinking	Creative Thinking	Identifies new goals and objectives [4.1.8]
6.13	Identify stress sources	6.13.1	Prepare a list of personal stress sources	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		6.13.2	Outline techniques to cope with individual sources of stress	Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
6.14 Identify characteristics of a positive image	6.14.1	List behaviors and traits that lead to a positive image	Foundation	Reading	Determines what information is needed [1.3.10]
	6.14.2	Note behaviors and traits that lead to a negative image	Personal Management	Self-esteem	Comprehends the importance of a positive self-concept [3.5.1]
					Develops/Initiates a plan for self-improvement [3.5.4]
			Thinking	Decision Making	Identifies pros and cons to assist in the decision-making process [4.2.7]
				Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
6.15 Describe how team skills can be applied to a group project	6.15.1	Form a team to develop a class project	Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
6.16 Outline how to observe and critique a meeting	6.16.1	Attend a formal meeting held in the community	Foundation	Writing	Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
	6.16.2	Prepare a critique of the meeting attended	Interpersonal	Customer Service	Shows initiative and courtesy in meeting and working with customers [2.3.8]
6.17 List business meeting skills	6.17.1	Relate the basic rules required to ensure an orderly and business-like meeting	Foundation	Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]
	6.17.2	Demonstrate through role-playing appropriate meeting skills	Interpersonal	Leadership	Conveys attitudes and values of group to others [2.4.3] Influences group behavior [2.4.8]
6.18 Outline a survey for employment opportunities	6.18.1	Compile information on a particular employment opportunity of interest	Foundation	Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
	6.18.2	Perform an Internet search of a specific career area	Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
6.19 Select a professional journal for review, and develop a three- to five-minute presentation	6.19.1	Prepare a presentation on the content, purpose, and distribution of a particular professional journal	Foundation	Writing	Prepares a complex document in a concise manner [1.6.12]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
6.20 Identify customer expectations	6.20.1	List customer expectations	Interpersonal	Customer Service	Applies human relations skills in real-life situations [2.3.1]
	6.20.2	Discover the consequences of unmet customer expectations			Recognizes effects of positive/negative attitudes on customers [2.3.7] Works with customers to satisfy their expectations [2.3.9]
6.21 List parts of a job application	6.21.1	Prepare a job application from various businesses in the community	Foundation	Reading	Determines what information is needed [1.3.10]
	6.21.2	Demonstrate a mock job interview		Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5] Uses verbal language and other cues, such as body language, appropriate in style, tone, and level of complexity to the audience and the occasion [1.5.14]
6.22 Outline your employment portfolio	6.22.1	Construct a personal employment portfolio	Foundation	Writing	Completes form accurately [1.6.7]
					Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] Produces neat, legible document from typewriter or computer [1.6.15] Summarizes written information [1.6.17] Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]
6.23 Identify supervisory and management roles in an organization	6.23.1	Prepare an organizational chart	Foundation	Writing	Produces neat, legible document from typewriter or computer [1.6.15]
	6.23.2	Outline the responsibilities of managers and supervisors	Interpersonal	Leadership	Helps an individual or group challenge existing procedures, policies, or authority [2.4.7]
			Thinking	Creative Thinking	Develops visual aids to create audience interest [4.1.4]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.24 Outline safety issues	6.24.1 Research safety issues in a given career area	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Follows safety guidelines [1.4.15]
		Personal Management	Integrity/Honesty/Work Ethic	Follows established rules, regulations, and policies [3.2.5]

Glossary

Unit 1: Introduction to Criminal Justice

1. Branches of government — delegates at the Constitutional Convention wanted to divide power within the federal government; to avoid the risk of dictatorship or tyranny, the group divided the new government into the following three parts or branches: executive branch, legislative branch, and judicial branch
2. Corrections — a function of government involving the confinement and rehabilitation of adults and juveniles convicted of offenses against the law and the confinement of people suspected of a crime and awaiting adjudication
3. Courts — official, public forums that a public power establish by lawful authority to adjudicate disputes and dispense civil, labor, administrative, and criminal justice under the law
4. Executive branch — a branch of government headed by the president, who carries out federal laws and recommends new ones, directs national defense and foreign policy, and performs ceremonial duties; powers include directing government, commanding the Armed Forces, dealing with international powers, acting as chief law enforcement officer, and vetoing laws
5. Judiciary — the branch of government headed by the Supreme Court; its powers include interpreting the Constitution, reviewing laws, and deciding cases involving states' rights
6. Law enforcement — government organizations charged with the responsibility of maintaining law and order
7. Legislative branch — the branch of government headed by Congress, which includes the House of Representatives and the Senate; the main task of these two bodies is to make the laws; its powers include passing laws, originating spending bills (House), impeaching officials (Senate), and approving treaties (Senate)
8. Supreme Court — the highest court in the United States, which has the ultimate power to decide constitutional questions and other appeals based on the jurisdiction granted by the Constitution, including cases based on federal statutes, between citizens of different states, and when the federal government is a party

Unit 2: Exploring Search and Seizure

1. Affidavit — a formal sworn statement of fact, written down, signed, and witnessed (as to the veracity of the signature) by a taker of oaths, such as a notary public; the name is Medieval Latin for *he has declared upon oath*
2. Bench warrant — a warrant issued by a judge or court ordering the apprehension of an offender
3. Discovery — the entire efforts of a party to a lawsuit and his/her/its attorneys to obtain information before trial through demands for production of documents, depositions of parties and potential witnesses, written interrogatories (questions and answers written under oath), written requests for admissions of fact, examination of the scene, and the petitions and motions employed to enforce discovery rights; the theory of broad rights of discovery is that all parties will go to trial with as much knowledge as possible and that neither party should be able to keep secrets from the other (except for constitutional protection against self-incrimination)
4. Exclusionary rule — a legal principle holding that evidence collected or analyzed in violation of the U.S. Constitution is not admissible for a criminal prosecution in a court of law (that is, it cannot be used in a criminal trial)
5. Hot pursuit — immediate chase of a suspected criminal by a law enforcement officer, in which situation the officer may arrest the suspect without a warrant; also refers to chasing a suspect or escaped felon into a neighboring jurisdiction in an emergency, as distinguished from entering another jurisdiction with time to alert law enforcement people in that area
6. Probable cause — sufficient reason based upon known facts to believe a crime has been committed or that certain property is connected with a crime; must exist for a law enforcement officer to make an arrest without a warrant, search without a warrant, or seize property in the belief the items were evidence of a crime; some cases are easy (pistols and illicit drugs in plain sight, gunshots, a suspect running from a liquor store with a clerk screaming "help"); actions "typical" of drug dealers, burglars, prostitutes, thieves, or people with guilt "written across their faces" are more difficult to categorize; often subjective, but if the police officer's belief or hunch were correct, finding stolen goods, the hidden weapon, or drugs may be claimed as self-fulfilling proof of probable cause; technically, has to exist prior to arrest, search, or seizure
7. Warrant — that which warrants or authorizes; a commission giving authority or justifying the doing of anything; an act, instrument, or obligation by which one person authorizes another to do something that s/he otherwise has no right to do; an act or instrument investing one with a right or authority, and thus securing one from loss or damage

Unit 3: Arresting Suspects

1. Arrest — the action of police or other authority (in some circumstances, a private civilian) to apprehend and take under guard a person who is suspected of committing a crime; the term is Frankish in origin and is related to the French word *arrêt*, meaning *stop*
2. Assault — the threat or attempt to strike another, whether successful or not, provided the target is aware of the danger
3. Battery — the actual intentional striking of someone with intent to harm or in a rude and insolent manner, even if the injury is slight
4. Detention — generally refers to a state or government holding a person in a particular area for interrogation, as punishment for a wrong, or as a precautionary measure while investigating a potential threat posed by that person; also can be used in reference to the holding of property for the same reasons; the process of detainment may or may not have been preceded with arrest
5. Felony — a crime sufficiently serious to be punishable by death or a term in state or federal prison, as distinguished from a misdemeanor, which is only punishable by confinement to county or local jail and/or a fine
6. Misdemeanor — a lesser crime punishable by a fine and/or county jail time for up to one year

Unit 4: Exploring Court Procedures

1. Appeal — to ask a higher court to reverse the decision of a trial court after final judgment or other legal ruling
2. Appellate court — court of appeals, which hears appeals from lower court decisions; often used in legal briefs to describe a court of appeals
3. Bail — the money or bond put up to secure the release of a person who has been charged with a crime
4. Bailiff — court official, usually a deputy sheriff, who keeps order in the courtroom and handles various errands for the judge and clerk
5. Capital crime — any criminal charge that is punishable by the death penalty
6. Concurrent sentences — sentences for more than one crime that are to be served at one time; when a criminal defendant is convicted of two or more crimes, a judge sentences him/her to a certain period of time for each crime; then out of compassion, leniency, plea bargaining, or the fact that the several crimes are interrelated, the judge will rule that the sentences may all be served at the same time, with the longest period controlling
7. Consecutive sentences — in criminal law, the imposition of the penalty for each of several crimes, one after the other, as compared to concurrent sentences (at the same time)
8. Grand jury — a type of jury in the common law legal system that determines if there is enough evidence for a trial; carries out this role by examining evidence presented by a prosecutor and issuing indictments or by investigating alleged crimes and issuing presentments
9. Jurisdiction — the authority given by law to a court to try cases and rule on legal matters within a particular geographic area or over certain types of legal cases
10. Petit jury — an old-fashioned name for the jury sitting to hear a lawsuit or criminal prosecution; called *petit* (small) to distinguish it from a grand jury, which has other duties

Unit 5: Preventing Crime

1. Action — a judicial proceeding with the purpose of obtaining relief at the hands of a court
2. Anticipation — the condition of looking forward to something, especially with eagerness
3. Appraisal — the act or result of judging the worth or value of something or someone
4. Arson — the felony crime of intentionally burning a house or other building
5. Burglary — the crime of breaking and entering into a structure for the purpose of committing a crime; no great force is needed if the entry is unauthorized; contrary to common belief, a burglary is not necessarily for theft; it can apply to any crime, such as assault or sexual harassment, whether or not the intended criminal act is committed
6. Recognition — an acceptance as true or valid, as of a claim; attention or favorable notice
7. Robbery — the direct taking of property (including money) from a person (victim) through force, threat, or intimidation

Unit 6: Career and Technical Student Organizations (SkillsUSA/HOSA)

1. Assess — to determine the value, significance, or extent; to judge
2. Assessment — a tool used to determine value, significance, or extent
3. Behavior — the actions one takes; how one conducts oneself
4. Business meeting — planned gathering of individuals (occupational, work, trade, or organizational) that is methodical, systematic, and for a common purpose
5. Career — a chosen pursuit; the general course of progression of one's working life
6. Competency — the knowledge that enables one to comprehend and complete a task
7. Critique — a critical review or commentary
8. Cultural diversity — integrated existence of ethnic groups based on their values, beliefs, and behavior patterns (social, educational, economic, religious, and artistic values)
9. Customer — one who buys goods or services
10. Equity issue — a point of matter affecting the justice and fairness for all concerned
11. Expectation — eager anticipation; to look forward to the probable occurrence or appearance of something
12. Government — the agency or apparatus through which a governing individual or body functions and exercises authority
13. Image — the public's opinion or concept of something
14. Interview — a formal, in-person meeting in which the qualifications of an applicant are demonstrated/assessed
15. Job application — a form or document used by an employer when hiring prospective employees
16. Journal — a personal record of occurrences, experiences, or reflections kept on a regular basis
17. Management — the person or people who control or direct a business or other enterprise
18. Mentor — a wise or trusted counselor or teacher
19. Organizational chart — a chart that reflects the structure through which individuals cooperate systematically to conduct business
20. Parliamentary procedure — a body of rules governing a meeting

21. Portfolio — a portable case for holding materials — such as photographs, drawings, or other materials — that represent a person's work
22. Presentation — a performance; a formal introduction; the process of offering for consideration or display
23. Professional organization — a service provider utilizing a business relationship that allows outsourcing of human resources tasks, mainly for small to mid-sized businesses that do not have the need or resources for a dedicated human resources department; the concept is virtually unknown outside the United States
24. Résumé — a brief account of one's professional or work experience and qualifications often submitted with a job application
25. Self-motivation — to take action, move forward of one's own volition
26. Short-term goals — goals or targets that are reachable within a short period of time
27. Stress — an extreme pressure, strain, or difficulty
28. Task — a function to be performed
29. Trade union — a labor union, especially one limited in membership to people in the same trade